



Planning Recreation Services for Youth:

A Needs Assessment Workbook



Ministry of
Tourism
and
Recreation

Province of Ontario
Queen's Park
Toronto, Canada
M7A 2P9

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Youth serving organizations in Ontario expressed to the Ministry of Tourism and Recreation a need for a resource tool that will assist with understanding youth in the community. Scouts Canada, the Provincial Council for Ontario, offered to share their resources for the development of such a document. Many other organizations and individuals contributed resource materials, case studies, feedback and evaluation. This is one example of collaboration across a variety of organizations.

*The Steering Committee expresses appreciation to all people who have contributed to this workbook. We would like to thank **Linda Reid of Trimtab Consulting**, who translated our guidance, comments and suggestions into a product that, we believe, will address the requests from recreation professionals working with youth.*

John Rietveld

Scouts Canada
Provincial Council
for Ontario

Brenda Couch

Ministry of Tourism
and Recreation
Recreation Operations

Janet Ellis

Borough of East York
Parks and Recreation
Department

Janis Hesleton

Ministry of Tourism
and Recreation
Recreation Branch

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I N T R O D U C T I O N

- **What are the major concerns of youth in your community?**
- **What kinds of programs would they like your organization to provide?**
- **Are you reaching a cross-section of youth?**
- **Are you aware what programs and services other agencies provide?**
- **Where are the gaps in youth programs and services in your community?**

There are ways to reach youth. The hope is that this workbook will give you the tools to discover more about youth and their communities. By doing this you or, when feasible, your youth volunteers, will be able to continue to provide exciting, relevant programs and services that meet their needs.

This workbook is aimed at the person in your organization, either paid or volunteer, who is responsible for designing and delivering opportunities to youth. It is presented in a step-by-step fill-in-the-blank approach. Part A assists you in getting an overview of youth in your area; Part B, in gathering information to understand your community better; Part C, in planning a needs assessment to help you find out about youth in your community; Part D, in developing an action plan on what your organization will do with this information; Part E, in providing case studies of innovative approaches which selected organizations have used. A list of useful resources is also included, plus an Appendix with worksheets for planning a needs assessment.

How then, do you identify youth and their needs in your community? Some simple research techniques are necessary. It is recommended that you keep the method as simple and as inexpensive as possible. Also, get out and talk to youth and, if you can, get them involved in collecting data for the needs assessment. We hope this workbook is useful for you and will have an impact on your organization's future programs and services.

Part A

Identifying the youth in your community

Who are the youth in your community? How many are there? What is their composition according to sex, age, educational level, occupation, sources of income, ethnic origin or mother tongue? An overview, or profile, will provide you with the necessary information to estimate trends in such areas as the birth rate, employment or ethnic composition. All of this is useful data in planning in general and in getting background information for conducting a needs assessment.

One of the best ways to get this demographic information is to ask your local librarian. You will find the statistical data from the Canada Census in the reference section particularly useful.

Using Census Data to Identify the Youth Population

The Census Data comes in a number of catalogues. One of the following three books should have the information you need.

- 1. Census Divisions (Counties and Districts) in Ontario.**
- 2. Ontario Census Agglomerations and Components**
- 3. Census Metropolitan Areas**

Within these catalogues there is useful information to help you create a profile of youth in your community. (See the "Breakdown of Variables" in Appendix i.) Whatever you do, do not re-invent the wheel. It is very possible that some other organization may already have the information.

Here are some places to look for information.

- Municipal planning or Clerk's Offices
- Social Planning Councils
- United Way
- Boards of Education
- Police
- Real Estate Offices
- Hospitals
- Chambers of Commerce
- Regional Offices of
 - Housing and Municipal Affairs
 - Canada Manpower
 - Tourism and Recreation
- **Resource Centre**
Ministry of Tourism and Recreation
9th Floor, 77 Bloor Street West
Toronto, Ontario,
M7A 2R9
(416) 965-6763
(for reference materials, books and audio visuals)
- **Reference Centre**
Stats Canada
25 St. Clair Avenue East, 10th Fl.
Toronto, Ontario
M4T 1M2
(416) 966-6568
- **Research Office**
Multicultural Program
Ethnocultural Data Base
Ministry of Citizenship and Culture
77 Bloor Street West, 5th Floor
Toronto, Ontario
M7A 2R9
(416) 965-5280
(for demographic information on Ontario's ethnic population)
- **Central Toronto Youth Services**
27 Carlton Street
Toronto, Ontario
M5B 1L2
(416) 977-1163
(for current data on youth)

Part B

Understanding your community

In better understanding youth and their needs, you should collaborate and co-operate with a variety of people and organizations. In addition, it may be helpful to know something about the economy and history of your community since both influence the kinds of programs and services you can provide.

The following section will help you to get a better picture of your community.

History

1. How did the community come into being?

2. What have been the broad economic and population changes?

Geography

1. What are the boundaries of the community?

2. If a rural community, what are the nearest towns?

3. If an urban community, what kinds of facilities are available in the surrounding areas for recreation?

4. What limits accessibility to your services?
e.g. major roads, public transit, weather conditions

Economic

1. What kinds of industries are in the community?

2. How many people do they employ? _____. In particular, how many youth do they employ? _____
In the summer _____?
Throughout the year _____?

3. What is the general state of employment?

4. How is the above affecting your organization?

Organizations

1. How many churches are there? _____
 Denominations? _____
2. What recreational programs do they provide? _____

3. How many schools are there? (*public, separate, private*)

elementary	colleges
_____	_____
secondary	universities
_____	_____
3. What extra-curricular or evening programs do they provide?

4. What service clubs are there in the community?

 What is their role? Whom do they serve?

5. What other voluntary associations/organizations are there?

 How do they relate to recreation services?

6. What organizations offer services to youth? (Scouts, Guides, Boys and Girls clubs, churches, probation programs and Children's Aid, Recreation Department Committees)

 What resources are available through these groups?

7. What recreation services or programs are offered by the municipality?

(A summary chart of your community services is in Appendix ii)

Part C

Finding out about youth in your community

Now that you have your youth profile (Part A), and have some background information on your community (Part B), you will need to find out in more detail what youth are doing and their needs and wants. A type of research conducted to do this is called a needs assessment. It will help you make decisions about program changes or potential new services.

Planning is the key to a successful needs assessment and to successful programming. Plan each of the following steps before beginning to implement the first step. This includes contacting anyone who is going to be involved to make them aware of your intentions since this will have an impact on the design of your assessment.

Here are seven steps for conducting a successful needs assessment.

- 1. Clarify the Purpose of the Assessment**
- 2. Identify the Target Groups**
- 3. Identify what Information needs to be Collected**
- 4. Determine how the Information will be Collected**
- 5. Record and Analyze the Information**
- 6. State the Need (problem)**
- 7. Determine how the Information will be Presented and Used.**

(See Appendix iii for a workplan for your needs assessment)

1. Clarify the Purpose of the Assessment

The first thing to do is to make sure that your purpose for doing the needs assessment corresponds with the mandate and goals of your agency. The following should help you clarify your purpose for doing the assessment.

The mandate of our association is

We want to collect information on
e.g. Youth recreational interests

a) _____

b) _____

because e.g. attendance has declined in the past year

If we do not do anything about these concerns in the next

_____ months/year; then, _____

The people who need information are
e.g. Board members

a) _____

b) _____

They will use the information to
e.g. develop long range plans

a) _____

b) _____

Our main obstacles in doing this needs assessment are
e.g. lack of staff time

a) _____

b) _____

We can overcome these obstacles by
e.g. forming a youth committee to help collect the data

a) _____

b) _____

Remember: Be as specific as possible. Avoid collecting information you are not going to use. You must ***establish boundaries and narrow the focus so that your work is manageable***. You can survey a ward of a municipality, a township, a county or a neighbourhood bounded by particular streets. You could survey all youth in a particular area, or just those of a certain age who may use your service. You may even decide to survey those who presently do not use your services.

Example:

The City of York Parks and Recreation Department examined the concerns of youth in the areas of recreation, employment counselling and job placement. Young people "in school" or "out-of-school" and youth workers in six wards were surveyed in order to understand the declining participation in programs offered throughout the city.

Our purpose for a needs assessment

In this study, we are going to examine the _____

_____ of youth ages _____ to _____

who live _____

because _____

2. Identify the Target Groups

In Part A you did some preliminary research in order to get an overview of youth in your community. You will also want to talk to youth, as well as other groups in the community, who may be able to provide a perspective on youth's needs.

Target groups for a needs assessment may include

youth
parents
teachers

church leaders
police
people who work with youth

The clearer you are in identifying your target groups, the easier it will be to formulate questions to ask later.

Our target group(s) for this needs assessment is (are)

3. Identify what Information Needs to be Collected (the objectives)

Now that you have identified the target group(s), you must decide what kinds of information to collect. For example, you may need to get information on youth:

needs, wants and preferences
attitudes and feelings

issues of concern
participation patterns

A strategy for getting the information you need is to say,

**"We need to get answers to the following questions."
e.g. Why is attendance in the youth programs declining?**

- a) _____
- b) _____
- c) _____

4. Identify how the Information will be Collected

Next you must decide how you are going to collect the information. This depends to a large extent on your resources, both financial and human.

There are four major ways to collect information:

- a) Interviews
- b) Group discussions
- c) Telephone surveys
- d) Mailed questionnaires

There are advantages and disadvantages to using each method. In some cases, a combination of methods can be used most successfully. Here is a chart listing the different methods with their advantages and disadvantages.

Methods	Advantages	Disadvantages
a) Interviews	• build trust • can "probe" • easy design, flexible	• time-consuming • open to bias • difficult to analyze
b) Group discussions • community forums • selected key people • focus groups*	• build commitment & involvement • depth, flexibility • can be used before designing questionnaire	• may be biased • difficult to tabulate • difficult to get people together • difficult to maintain focus • discussion leaders must be well-trained
c) Telephone surveys	• good if only a few questions asked	• difficult to get people in
d) Mailed questionnaires	• can contact a large number of people • easiest to tabulate • objective	• hard to get opinions • low response rate • need expertise & time to develop & pretest questionnaire

*(Refer to the **Resources** for further details and guidelines)*

* A focus group is a simple and inexpensive survey technique that involves identifying, selecting and interviewing people to get an estimate of problems, needs, preferences and attitudes. The groups usually last one to two hours and involve twelve to fifteen people. Their purpose is to gather information rather than solve problems. Focus groups are often taped and analyzed at a later time to identify general themes.

The following factors should be considered when choosing your method(s):

1. Available resources

People who can help:
e.g. volunteer

Their skills:
e.g. typing

A place to work including
office space
typing facilities

computer access

2. Time

3. Cost of the project
available money

If you do not have any money or have very little, do not give up. Revise your plans to match your resources.

(Refer to Appendix iii for Budget Estimate Guide)

Example:

North York Parks and Recreation decided to administer a questionnaire to 1,418 students at secondary schools across North York and to hold 15 focus group interviews.

Our Method for Collecting Information

We will collect the information by

Tips on writing effective questions

The key to getting good information in both interviewing and in facilitating focus groups is to ask the right questions. Asking "closed" questions such as "Do you like playing soccer?" does not provide as much useful information as asking "open" questions such as "What three outdoor activities do you like?" The latter way will require more work tabulating.

Here are some ways to help you construct questions to help you produce fruitful information. For more information on this type of questioning and interviewing, read *The Ethnographic Interviewer* by James Spradley.

(See the Resource Section of this workbook.)

Examples of Formats of well-formed questions

a) **Descriptive questions** e.g.

Can you tell me about _____

Tell me _____

Could you describe in more detail _____

Could you give me an example _____

b) **Structural Questions** e.g.

What are the different ways _____

What are the first things you like to do when you come to the centre?

What three things do you look out for when sending your son or daughter to Scouts Canada?

c) **Contrast questions** e.g.

What is the difference between _____ and _____?

What similarities are there between the two _____?

d) **Hypothetical questions** e.g.

What is the first thing you would do if you _____?

How would you change things around here?

e) **Questions about questions** e.g.

If there are problems at work, what kinds of questions would you like to ask?

If you could, what kinds of questions would you ask your parents?

Look back to your objectives (Step 3). From these objectives, you will need to construct the questions you will ask. This is a critical step in your needs assessment.

Remember. Good questions provide good information.

Our Questions to ask:

1. _____
2. _____
3. _____
4. _____
5. _____

Check your questions with someone not involved in your process. Again, make sure each question is clear and will produce the information you need. (Refer to Appendix iv for a sample of a needs assessment tool)

5. Record and Analyze the Information

How are you going to record and analyze the information you receive? You will need to create a system which is manageable for you (See Appendix v for sample forms for recording information.) It is important to test the suitability of the recording and summary sheets before you use them. Adapt them to suit your needs. You may find it easier to use a tape recorder when doing interviews or conducting focus groups.

After you have recorded the information, you will have to make sense of what you have collected. There are different ways of analyzing the data depending on how you collected the information. Following is an example of the process using the Summary Sheet from Appendix v.

Summary Sheet for Analyzing Information

Question No. 1 "Tell me what you like to do on Friday nights?"
List the responses to Question No. 1 in short form.

Answers:

Interview No. 1 Basketball
Interview No. 2 Go to the mall
Interview No. 3 Watch T.V. with a friend
Interview No. 4 Go to a friend's house
Interview No. 5 Work
Interview No. 6 Go to a movie
Interview No. 7 Listen to music

Now, try to put these responses into categories.

1. Sports _____ 2. Social/Entertainment _____ 3. Work _____

Interpretation: In answer to Question No.1, responses fell into 3 _____ categories. This information tells us that _____ (no.) youth in this town like to socialize with friends _____

(Use a separate sheet for each question)

This, of course, is a very simple method of recording and analyzing information. For analyzing more complicated data, see the Resource section at the end of this workbook.

Taking all this into consideration, what method have you decided to use?

Our Method of Analyzing the Information

We will analyze the information by _____

6. State the Need

Your statement of need contains the results of your needs assessment and should identify the problem(s). Be sure you identify the problem and not the possible solution. For example:

Problem:

Youth do not have a place to meet

Solution:

Appropriate programs
Better facilities
Flexible hours
Volunteer opportunities
Stimulating leadership

An Example of a Needs Statement

The Youth Research Project in North York showed that youth do not have enough places to gather with their friends.

Our Statement of Need

The results of our needs assessment show that _____

7. Determine how and to whom the information will be Presented

Put the results of your needs assessment into a clearly-written report or presentation. Whichever you decide, it is best to present it in person since reports often get shelved. It is important that you report your findings to the people who are able to make decisions about your action plan. (In Part D, we will talk more about Action Plans.) (Refer to Appendix vi for a sample of a Table of Contents for a report.)

Our Method of Presentation

We will present our findings to _____ in the form of a _____. The most important points to stress are: _____

Summary of Our Plan for Conducting a Needs Assessment

Before moving on, let us review the process and transfer to this sheet the information that you have collected.

Step No. 1

Our purpose for conducting this needs assessment is to_____

Step No. 2

The target group(s) for our needs assessment is (are)_____

Step No. 3

We need to get answers to the following questions_____

Step No. 4

We will collect the information by_____

Step No. 5

We will analyze the information by_____

Step No. 6

The results of our needs assessment show_____

Step No. 7

We will present the information to_____

You have done your planning. Now you are ready to start doing.

Part D

18

Planning for action

You have finished your needs assessment. Now what? Information without direction is useless. An action plan will increase the likelihood that the decisions you make will be implemented.

First, relate your findings back to your original purposes for doing the youth profile and a needs assessment.

We originally began this research because we wanted to collect information on (Part C, No. 1)

1. _____
2. _____
3. _____

From the results of our needs assessment, we found out that (Part C, No. 6)

1. _____
2. _____
3. _____
4. _____
5. _____

Of the above findings, the most important one is _____

How can we get started to meet this priority need?

The first steps we can take are

e.g. Develop a youth committee to advise the organization.

- a) _____
- b) _____

Other groups or people who could help are

e.g. Municipal Council

- a) _____
- b) _____
- c) _____

Some obstacles are

e.g. lack of representation and interest of agencies

a) _____

b) _____

Ways to overcome these obstacles are

e.g. work with initial interest groups

a) _____

b) _____

Other resources we will need are

e.g. mailing lists

a) _____

b) _____

Additional things we need to know before taking action are

e.g. degree of commitment from our agency

a) _____

b) _____

Tomorrow, we will

e.g. contact potential agencies

a) _____

b) _____

(Refer to Appendix vii for an Action Plan Worksheet.)

You have now finished your needs assessment. You have presented your findings to the decision makers in your organization and hopefully have established a commitment for action from them. You also have decided your number one priority and have identified your first steps in your plan of action.

We hope that working through this book has been useful to you. Good luck in your future plans.



Part E

21

Case studies — How others have done it

The purpose of this section is to provide examples of some innovative approaches that organizations have used. The intention is to give some useful tips and guidelines. Not all efforts have been completely successful; however, their work has provided a learning experience for both themselves and those who read this workbook. Be aware that each organization and community is different and design your own plan. These examples provide some ideas and stepping stones.

Contact:
Kawartha Youth Inc.
38 Cambridge St. North
Lindsay, Ontario
K9V 4C5
(705) 324-4493

Kawartha Youth Inc.

Kawartha Youth Inc. is an affiliate of the Boys and Girls Clubs. Originally the club, which operates out of a renovated carpet factory in the town of Lindsay, focussed on underprivileged youth. Over the years its scope has expanded to serve all youth in the area.

The board wanted to collect data on trends affecting the community and the client group. They wanted to use the information to re-examine their mission statement and goals and to set objectives and action plans to better serve Lindsay's youth.

A Planning Committee was formed consisting of four Board Members, the Executive Director and the Program Director and a representative of the Ministry of Tourism and Recreation. In a brainstorming session, the planning group identified a cross-section of key people and organizations to contact in Victoria County. These included: past board members, children's service agencies, a police officer, a doctor, a lawyer, downtown business people and the John Howard Society. An interview format was drawn up. Three questions were asked.

1. What youth needs are emerging in our community that need to be addressed?
2. Of these, what do you feel Kawartha Youth Inc. is capable of meeting?
3. What is your overall impression of Kawartha Youth Inc., both negative and positive?

Each member of the planning committee was then assigned one or more people to talk to. The findings were recorded. The results of this process showed that while the organization saw itself serving all youth in the community, many of those interviewed still perceived that the organization dealt only with underprivileged youth. It also showed that the organization's image needed strengthening and that communication between the organization and other youth-serving agencies in the community needed to be improved.

The results were then incorporated into a planning document which now acts as the organization's blueprint for future development. It served as the basis for refocussing the organization's mission statement, clarifying existing goals and adding new ones. It now serves as a marketing, public relations and Board Orientation tool.

Although the committee is satisfied with its mission statement and goals, the Program Director says that the objectives and action plans still need some revision which they plan to work on this year.

Key Points:

- The key problem facing the group was the time it took to line up contact people and set up interviews.
- This group did an excellent job with limited resources. It was their first attempt at planning. Before this time they had never formally organized their plans.
- The key to their success was that they kept the process simple. Even then, the Program Director realized "they had bitten off a little more than they could manage."
- Selecting the people to interview is most important with this approach. The criteria for selection should include: knowledge of the community and and/or of the group they represent.

Temagami Boy Scouts

About ten years ago, in Temagami, the Venturers, who had always been strong in the community, saw their numbers drastically reduced over a very short time period. The leaders wanted to find out the reason and formed a committee of former members and volunteers from the local scout council to investigate. The groups talked to the mayor, the school principal and the recreation committee. They asked the following questions:

1. What has happened to detract youth from Venturing?
2. Is Venturing still a viable program in town?
3. What could we do to re-instate Venturing?

The group found out that this one-industry town had got together and built an arena. Everyone spent time there. When the leaders found out that it was not dissatisfaction with the Venturers, but a new arena that had caused their numbers to drop, they decided to wait it out. After three or four years the novelty wore off and youth who enjoyed Venturing as well as sports returned to Venturing.

Contact:

Scouts Canada
9 Jackes Avenue
Toronto, Ontario
M4T 1E2
(416) 923-2461

Key Points:

- The declining numbers was a *symptom*, not the *cause* of the problem. To address a symptom and try to cure it by making changes in programming could have proved disastrous.
- The leaders got to the cause of the problem — the new arena, and decided the best thing to do was to wait it out.

Hamilton Township Teen Program

The Township of Hamilton near Cobourg wanted to find out what youth in their Teen Program wanted to do in their free time. Previously, there were no programs organized for youth in the community. The Township consists of five major hamlets. The students are bussed to one central school in this rural area. As the territory was large and the resources limited, the co-ordinator enlisted the help of the bus driver who was well-liked by the youth, to organize a meeting with the youth and their parents to plan the programs.

A letter was handed out on the bus which said that a meeting was planned for all youth in the Township to plan a recreation program. Parents were also invited to come.

Thirty-nine teens ranging in age from 13-17 and eight parents attended. The teens were separated from their parents so that they would feel uninhibited. The teens came up with 81 possible suggestions by brainstorming. They then listed their top five. Their top five choices were a teen dance, a movie night, roller skating, floor hockey and a corn roast/hayride. They set a price of \$1.00. A schedule was drawn up. The parents agreed to the program as long as there was adult supervision.

As a result of this informal meeting, youth in the area now feel comfortable to come in to the co-ordinator and discuss their requests. Involvement in the planning resulted in a commitment to the programs.

Contact:

Recreation Co-ordinator
Hamilton Township
RR No. 6, Cobourg, Ontario
K9A 4J9
(416) 342-2810

Key Points:

- The process does not have to be complicated to get good results.

Malton Youth Survey

The Malton Youth Survey, conducted from June 1983 to March 1984, was a joint project of the Mississauga Parks and Recreation, The Malton Community Council and The Ministry of Tourism and Recreation.

The survey was conducted as a result of a number of concerns in the community.

1. That recreational and social services did not adequately deal with the cultural differences in the community.
2. That there was a need to understand the social and recreational needs of the ethnic population.

In 1983, a Youth Needs Committee was formed with representatives from the churches, the schools, the police, social agencies and recreation. The committee felt that a survey of youth needs was essential before program changes were implemented. Two staff were hired for forty-four weeks to do the extensive study of recreational and social needs of youth 12 to 18 in Ward 5 (Malton) in the City of Mississauga. The plan was to

1. Identify the 6,000 youth out of the 34,000 total population. (80% were of non-English, non-French background)
2. Develop a questionnaire
3. Get support of the school principals and the teachers to conduct the study in the schools.
4. Visit all five high schools
5. Randomly select classes to survey
6. Conduct 1,500 surveys in the classrooms
7. Analyze and cross-reference data on computer.

The information collected included:

- demographics: age, sex, ethnic background, employment
- involvement in organized sport, leisure activities
- preferred forms of payment and participation times
- use of social services
- who teens talk to when they have a problem.

There were some concerns that there may have been a bias in the responses since some ethnic groups may have found the survey threatening.

Highlights of the results are:

- Cultural background did not significantly influence participation in recreational activities, except for East Indian girls.
- Social issues are important to teens.
- There was a need for teen centres with less structured programs.
- There was a need to educate adults around teens' needs and issues.

As a result of the survey:

- The Malton Community Council is studying the possibility of establishing a Multi-Service Centre for Youth.
- Improved programs have brought better attendance.
- A forum has been planned for teens to address issues important to them.

Key Points:

- The survey did not include youth who were not in school.
- This was an expensive survey. Not only were there salary costs, but also typing, printing and computer costs. However, the results provided in-depth information for future use by all participating agencies.

Contact:

Malton Community Centre
3540 Morningstar Drive
Mississauga, Ontario
(416) 677-9137

Youth and Recreation in North York

The Community Services Division, one of three divisions in North York Parks and Recreation Department, believed that the current recreation services were meeting the needs of younger adolescents, but not necessarily the older ones.

A study team, made up of a cross-section of individuals interested in youth, consisted of 5 staff, plus one high school student, one community college student from the Recreation Leadership Program and a person from an outside agency. The team assisted in the planning and implementation of the project which included: defining the purpose of the project; determining the guidelines and tools to be used to gather the information; and assisting in the design of the final report.

The purpose of the project was to

- gather information about what youth 15-20 are currently doing in their leisure time.
- determine the recreation needs and preferences of youth
- identify any gaps in service in North York
- develop recommendations that focus on the Recreation Department's approach to developing and delivering services for youth 15-20 years old.

Two methods were used to collect information.

1. A questionnaire administered to 1,418 students in secondary schools across North York.
2. Focus group interviews conducted at 15 locations across North York.

The study showed that youth wanted

- a place of their own to socialize with their friends
- to be involved in the decisions that affect them
- easier access to the facilities
- adult leadership of the facilitating type
- to develop life skills
- more non-competitive and co-ed opportunities.

The study also showed that three groups (females, males who do not prefer sports, and ethnic minority groups) are not as well-served by the Recreation Department.

Some problems which the team had to deal with include

- the difficulty in designing a good questionnaire
- the challenge of motivating the study team to maintain a high level of commitment throughout the eighteen month project
- not being able to use the data processing department within the City of North York to collate the information gathered from the questionnaire.
- the long time lag between reporting the findings and recommendations and implementing them.

Key Points:

- The focus group proved to be a more valuable tool. The co-ordinator indicated she would not use a questionnaire for this type of project again.

Contact:
North York Parks and
Recreation
Community Service Division
5100 Yonge Street
Toronto, Ontario
M2N 5P3

RESOURCES

- * **A Path to the Community: A Recreationist's Guide to Community Research**, by Bryan Tisdall. Ontario Ministry of Tourism and Recreation.
- * **Assessing Your Community**, by Marc Levy, "How To Series"; Pendell Publishing Company, 1979.
- * **Conducting Community Surveys**, by Stephen Stark, "How To Series", Pendell Publishing Company, 1977.
- * **Enjoying Research?: A "How To" Manual on Needs Assessment**, by Diane Abbey-Livingston and David Abbey. Ontario Ministry of Tourism and Recreation. 1982.
- * **The Ethnographic Interviewer**, by James Spradley, Holt, Rinehart & Winston. 1979.
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- * **Reference Guide for Youth**. Ministry of Tourism and Recreation 1985. (Describes, youth organizations, government services, audio-visual and print resources)
- * **Youth Needs Survey**. Borough of York, Parks and Recreation. 1983.
- * **Youth and Recreation in North York**. North York Parks and Recreation, Community Services Division. 1985.

Scout Canada Materials

Understanding Your Community
 Community Leadership Survey
 How Well Do You Know Your Community
 Contact your local Scout Office

* Books are available on loan from the Resource Centre of the Ministry of Tourism and Recreation, 77 Bloor Street West, 9th Floor. (416) 965-6763.

A P P E N D I X (i)

Information on the 1981 Census

Breakdown of Variables for the 1981 Census

The following variables may be of interest to you. Consult Census Catalogues in the reference section of your local library or the Resource Centre at 77 Bloor Street West, 9th floor.

Variables:

Age:

1. 15-19
2. 20-24
3. 25-29
4. 30-34
5. 35-39
6. 40-44
7. 45-49
8. 50-54
9. 55-59
10. 60-64
11. 65 and over
12. total

Sex:

1. male
2. female
3. total

Level of Schooling:

1. Less than grade 5
2. Grade 5-8
3. Grade 9-10
4. Grade 11-13
5. Post-secondary/non-university
6. University
7. Total

Labour Force Activity:

1. Total Population 15 years and over
2. Labour Force
3. Employed
4. Unemployed
5. Not in Labour Force
6. Worked either in 1981 or 1980
7. Participation Rate
8. Unemployment Rate

Official Languages:

1. Total
2. English only
3. French only
4. Both English and French
5. Neither English nor French

Class of Worker:

1. Total Labour Force
2. Class of Worker — Not Applicable
3. Total Experienced Labour Force
4. Paid Workers
5. Paid Workers who worked 40-52 weeks mostly full-time in 1980
6. Self-employed
7. Unpaid Family Workers

Occupation

1. All occupations
2. Managerial, administrative and related occupations
3. Professional and technical occupations
4. Clerical and related occupations
5. Sales occupations
6. Service occupations
7. Farming, horticultural and animal husbandry occupations
8. Other primary occupations
9. Processing, machining, manufacturing, equipment operating and material handling occupations
10. Construction trades occupations
11. Other occupations

Activities & Tasks	Person(s) Responsible	Date When Finished

Estimating the Budget of Your Needs Assessment

Personnel (if any)

Travel

Materials and Supplies

- paper/envelopes
- typing
- copying
- postage
- office space
- telephone
- rentals
- computing time
- coding

Total Costs

Income/Revenue

APPENDIX (iv)

Sample of a Needs Assessment Tool

Malton Community Council Youth Needs Assessment Survey

There are approximately 6000 teens living in Malton. This survey is designed to assist in identifying the recreational and social needs of this age group. Please help, by completing the following questions.

1. Age: _____ 2. Sex: M ☐ F ☐ 3. Country of Origin: _____

4. Are you presently employed? Yes ☐ No ☐
If yes, how often do you work, Casual ☐ Part-time ☐ Full-time ☐
What type of Work or Job?
☐ Sales ☐ Babysitting ☐ Recreation
☐ Office ☐ Factory ☐ Restaurant
☐ Other: _____

5. Are you involved in any organized sport activity? Yes ☐ No ☐
If Yes, which sports do you play?
☐ Ice Hockey ☐ Football ☐ Basketball
☐ Ball Hockey ☐ Tennis ☐ Volleyball
☐ Lacrosse ☐ Soccer ☐ Badminton
☐ Baseball ☐ Fitness ☐ Gymnastics
☐ Other: _____

6. Are you involved in any other leisure activities? Yes ☐ No ☐
If yes, which activities?
☐ Youth Club ☐ Billiards ☐ Fitness Club
☐ Girls' Club ☐ Film Club ☐ Teen Committee
☐ Boys' Club ☐ Camera Club ☐ Choir or Band
☐ Drama Club ☐ Church Group ☐ Computer Club
☐ Jazz/Dance ☐ Arts Group ☐ Craft Club
☐ Other: _____

7. What other activities do you participate in during your spare time?
☐ Watch Television ☐ Visit with Friends ☐ Hobby/Collection
☐ Go Shopping ☐ Complete Homework ☐ Family Responsibilities
☐ Read Books ☐ Go to the Movies ☐ Volunteer Work
☐ Other: _____

8. Who organizes the activities in which you participate?

- ☐ School ☐ Family ☐ Mississauga Recreation and Parks
☐ Church ☐ Friends ☐ Organized Leagues — (Minor Hockey, etc.)
☐ Yourself ☐ Private Agency
☐ Other: _____

9. Which of the following sources do you use to find out about teen activities?

- ☐ Newspapers ☐ Mississauga Recreation & Parks Brochure
☐ Friends ☐ Malton Community Information Service
☐ Previous Participation ☐ Local Radio and Television
☐ School Announcements ☐ Poster and Flyers
☐ Other: _____

10. Please Check the Recreational and Social Activities in which you would like to participate.

- ☐ Football ☐ Lacrosse ☐ Local Festival Committee
☐ Ice Hockey ☐ Baseball ☐ Film & Discussion Group
☐ Basketball ☐ Badminton ☐ Fund raising Committee
☐ Tennis ☐ Fitness ☐ Computer Club
☐ Volleyball ☐ Ping Pong ☐ Weight Training
☐ Gymnastics ☐ Table Games ☐ Billiards/Pool
☐ Swimming ☐ Ball Hockey ☐ Arts Workshops
☐ Girls' Club ☐ Boys' Club ☐ Youth Committee
☐ Jazz or Dance ☐ Debate Group ☐ Camera Club
☐ Musical Band ☐ Choral Group ☐ Drama Club
☐ Pottery ☐ Drawing ☐ Stain Glass
☐ Painting
☐ Other: _____

11. Which times would be best suited for you to participate in activities?

	Mornings	Afternoons	Lunch Breaks	After School	Evenings
Mondays					
Tuesdays					
Wednesdays					
Thursdays					
Fridays					
Saturdays					
Sundays					

12. How should fees be paid for activities

- ☐ Membership ☐ Fund raising to help pay your fee
☐ Pay as you go ☐ Seasonal or weekly pass

13. Do you or would you make use of any of the following services?

YES NO W = would

- ☐ ☐ ☐ School Guidance Counsellor
☐ ☐ ☐ Student Employment Centre
☐ ☐ ☐ Thistlethorn Regional Centre
☐ ☐ ☐ Public Health Nurse
☐ ☐ ☐ Mercury Youth Services
☐ ☐ ☐ Rapport House
☐ ☐ ☐ Psychologist
☐ ☐ ☐ Life Skills Course

YES NO W = would

- ☐ ☐ ☐ Malton Youth Worker
☐ ☐ ☐ Religious Official
☐ ☐ ☐ Police Youth Bureau
☐ ☐ ☐ Public Health Clinic
☐ ☐ ☐ Children's Aid Society
☐ ☐ ☐ Distress Line
☐ ☐ ☐ Runaway Home
☐ ☐ ☐ Family Doctor

14. Do you have someone to talk to when you have a problem? Yes ☐ No ☐

If Yes, Please Check (✓) Those persons from the following list?

- | | | |
|---------------------------------------|--------------------------------------|---|
| ☐ Mother | ☐ Father | ☐ Sister |
| ☐ Brother | ☐ Cousin | ☐ Aunt |
| ☐ Uncle | ☐ Grandparent | ☐ Neighbour |
| ☐ Counsellor — | ☐ Doctor | ☐ Religious Official |
| Teacher | | |
| ☐ Other: _____ | | |

15. Would you be interested in joining a teen committee which would help to organize and plan teen activities and special events? Yes ☐ No ☐

Comments: _____

(Optional)
Name: _____ Phone No. _____

Address: _____

A P P E N D I X (v)
Forms of Recording Information
Recording Sheet for Interviewers

Name: _____

Organization: _____

Date: _____

Interviewed by: _____

Question No. 1	Response
Question No. 2	Response
Question No. 3	Response

Summary Sheet for Analyzing Information

QUESTION No. _____

List the responses to Question No. _____ in short form.

Answers:

Interview No. 1 _____

Interview No. 2 _____

Interview No. 3 _____

Interview No. 4 _____

Interview No. 5 _____

Interview No. 6 _____

Interview No. 7 _____

Now try to put these responses into categories.

1. _____ 2. _____ 3. _____

Interpretation: In answer to Question No. _____, responses fell into categories. This information tells us that _____

(Use a separate sheet for each question)

A P P E N D I X (vi)

Sample Format for a Report

Introduction

A) Youth — A Profile

- age distribution
- sex distribution
- education
- employment status
- etc.

B) Our Programs

- How They Found Out About the Program
- Reasons for Enrolling
- What They Like Best
- Suggestion for Further Improvement
- etc.

C) Budget

Summary
Implications/Recommendations
Tables
Bibliography
Appendix

APPENDIX (vii) Action Plan Worksheet

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One result from our research
that we will address

Steps to Take	
Groups or people who could help	
Obstacles	
How we can overcome the obstacles	
Resources we will need (financial or otherwise)	
What else we need to know	
Who initiates/ co-ordinates	
By When	